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ABSTRACT

GRADES OR AGES: High School. SUBJECT MATTER: Work experience program. ORGANIZATION AND PHYSICAL APPEARANCE/ The introductory material outlines the program philosophy, rationale, and objectives. There are six units, the first two given in detail, the remainder in outline only: a) orientation, b) career development, c) social living and health habits, d) employer-employee and co-worker relationships, e) money management, and f) labor organizations. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives and goals are listed in the introductory material. The first two units include detailed instructional objectives and learning activities. INSTRUCTIONAL MATERIALS: Forms required in the program, self-analysis rating scales, personality tests, and self-appraisal tests are included in the document. STUDENT ASSESSMENT: Methods of evaluation are described for the first two units. (MJM)

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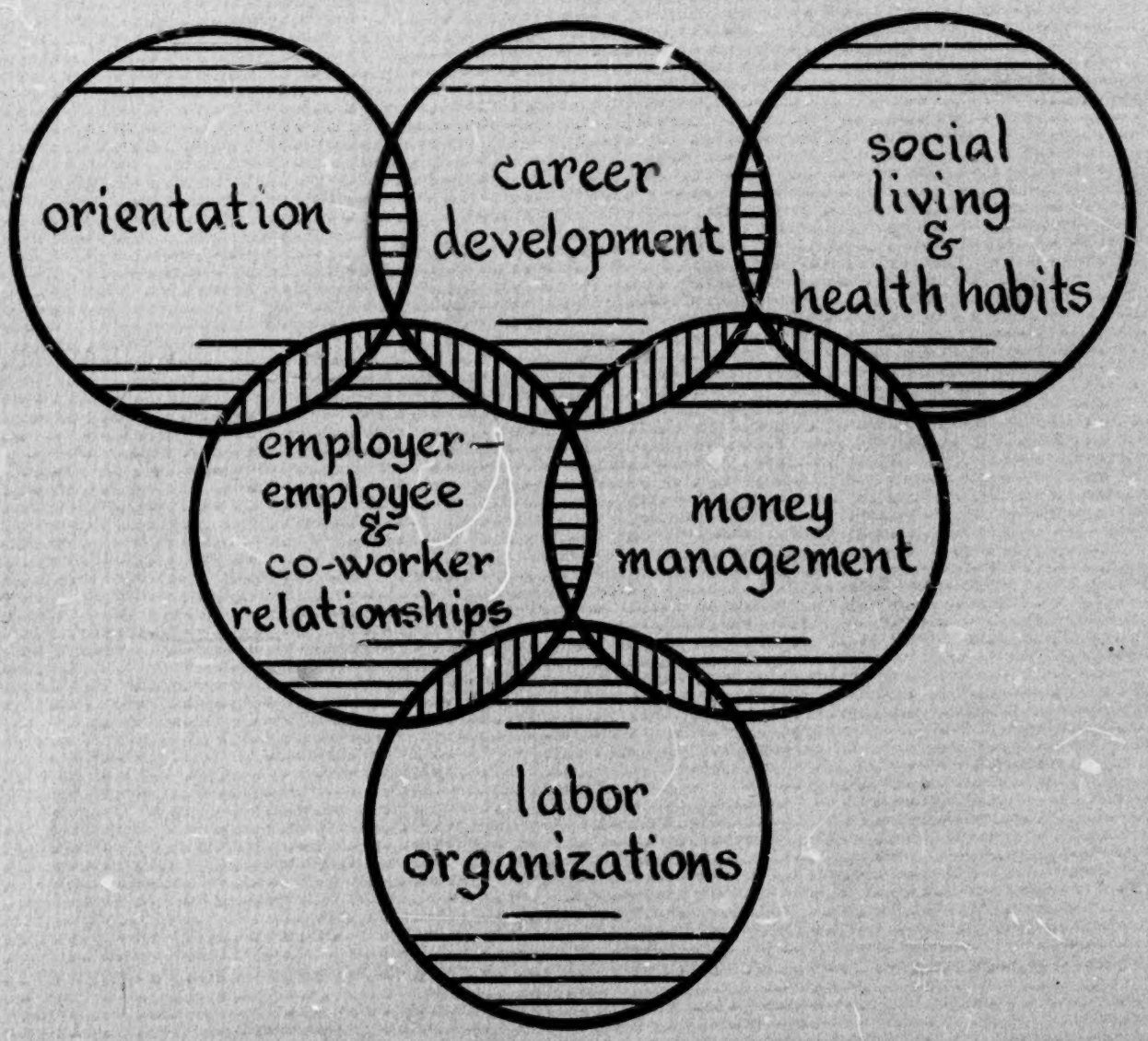
WORK EXPERIENCE PROGRAM



CURRICULUM GUIDE

JEFFERSON HIGH SCHOOL
KENNEDY HIGH SCHOOL
LINCOLN HIGH SCHOOL

BLOOMINGTON PUBLIC SCHOOLS
DISTRICT 271 1970

SP007368

BLOOMINGTON PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 271
BLOOMINGTON, MINNESOTA

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TABLE OF CONTENTS

	Page No.
Statement of Philosophy	i
Rationale	i
General Objectives	iii
Goals	v
Unit I - Orientation	1
Unit II - Career Development	17
Work Experience Program Unit Outlines	81
Unit III - Social Living and Health Habits	83
Unit IV - Employer-Employee and Co-Worker Relationahips	85
Unit V - Money Management	87
Unit VI - Labor Organizations	89

STATEMENT OF PHILOSOPHY

The philosophy of education of the Bloomington Schools professes the belief that each child should develop his potential to the fullest. His intellectual, moral, spiritual, aesthetic, vocational, physical, and social needs as an individual, an American citizen, and a member of the world community should be met.

The Work Experience Program is designed for secondary students with special needs. This program, through individual supervision, recognizes the uniqueness of each student, his need for acceptance, his need for the feeling of success, and the need to grow in self-direction. The school and the employer provide this self-direction through individual and group counseling, job placement, vocational training, and basic education.

RATIONALE

This Work Experience Program is designed for youth who have been alienated by the traditional school setting and the complexities of our society. The student is provided with an environment and a functional curriculum that encourages skill development, self-analysis, social responsibility, and job experience through the cooperative efforts of the school and employer.

GENERAL OBJECTIVES

I. Reduce drop outs by providing the opportunity for all students within this particular group to earn money while continuing school, maintaining their social standing, graduate from high school and prepare for vocational school or college.

II. Self-analysis should occur by offering each student the opportunity to recognize his aptitudes, abilities, strengths, weaknesses, and limitations.

III. Social development should occur by providing the opportunity to gain an appreciation of the dignity of labor, economic order, and the understanding of adults.

IV. Vocational objectives provide for training in a specific area (not necessarily career objective), the formation of work habits and attitudes, and the understanding of employers and co-workers.

GOALS

I. To increase attendance, lessen tardiness, and improve behavior through individual and group guidance sessions.

II. To provide a means whereby a student in confidence may discuss his problems and frustrations without fear of recrimination or being judged.

III. To provide motivations, guidance and sufficient time to help students fulfill the requirements of their other courses.

IV. To assist in developing individual attitudes of self-confidence and feelings of individual worth.

V. To develop skill in analyzing personal problems involving the family, school, community.

VI. To develop skills in objectively analyzing one's strengths, weaknesses and limitations, and to make the best use of his abilities and aptitudes.

VII. To increase his ability to maintain a satisfactory relationship with employers, co-workers, peers, and other individuals.

VIII. To develop the students personality and character, his attitude toward authroity, his sense of values, and his ability to make personal adjustments.

IX. To recognize and understand the significance of good grooming, health habits, and personal hygiene.

X. To develop the ability to recognize job skill requirements, desirable attitudes pertinent to job satisfaction, and self-understanding in the labor force.

XI. To provide experiences that will enable the student to understand his role in the world of work and the opportunity to investigate ways to achieve further education and training.

XII. To provide basic knowledge of money management that will enable the student to have a better understanding of our economic system as it relates to himself and others.

ORIENTATION UNIT

Rationale

Purposeful orientation for students and parents of the work experience program's goals, methods, and procedures should enable the students to become more efficient members of the school and community. Agreement concerning the forms used, testing procedures, and activities relating to the classroom and job should be reached.

I. Instructional Objective

Enable the students and parents to understand the purposes and procedures of the W.E.P.

Learning Activities

A. Individual conferences with the parents and students in home or at school.

1. Explain the program and how it operates.

2. Define rules and regulations

3. Discuss and sign forms relating to students' obligations and acceptance into the W.E.P.

a. Parent approval form.

(1) Field trip approval.

(2) Testing approval.

b. Rules and regulations form.

c. Code of ethics form.

4. Define the coordinator's role.

Evaluative Tool

A. The students will write a summary of why he enrolled in the program.

1. Why he wants it.

2. Why he needs it.

3. How he expects to benefit from it.

BLOOMINGTON PUBLIC SCHOOLS
DEPARTMENT OF VOCATIONAL EDUCATION

Thomas Jefferson High School
John F. Kennedy High School
Abraham Lincoln High School

WORK EXPERIENCE PROGRAM
(RULES & REGULATIONS)

In this type of situation the employer, the school, and the student are all concerned and cooperating: it is necessary that certain rules and regulations be strictly observed. The employer has certain work which needs to be done for which he is training and paying you. The school has a definite responsibility in the arrangement as it aids you in preparing yourself for a career and making a reputation and record which will follow you the rest of your life. It should be understood from the beginning that all student-learners must comply with and abide by these rules. Those who do not comply with the rules hereafter set forth or the rules and regulations of the firm for which they are employed will be dropped from the program.

1. PUNCTUALITY:
   As a member of a business organization, you are expected to report to your training station at a given time. Failure to report promptly may cause other employees to do extra work.
   You Must Be Punctual.

2. RESPONSIBILITY:
   A. Illness cannot be avoided, but you must report at once to your employer and to the school any illness that will keep you from your training station. This must be done not later than 9:00 a.m. in order for other arrangements to be made.

   B. Only serious illness can be the cause of absence from your training station.

   C. If you are ill in the morning, you will not go to your training station on that day.

3. HONESTY:
   Dishonesty on your part will result in your being dropped from the program. Honesty in all your relationships is necessary for present or future employment.

4. POSITIONS:
   A. The training station is a downtown classroom. The training sponsor is the teacher while the student-learner is on the job.

   B. No student-learner may seek or accept employment without the knowledge and consent of the coordinator.

   C. No student-learner may sever his connection with his employer nor arrange for a change of employers without the knowledge and consent of the coordinator.

   D. Any difficulty arising in regard to your training (pay, hours, transfer, leaving, etc.) should be discussed fully with the coordinator before taking it up with your employer.

E. A student is employed for the school year. This is a training program and is the same as a two-semester school subject. No changes should be made without consulting the coordinator.

F. Due to the fluctuation of hours throughout the year, students should not accumulate excessive obligations that call for monthly payments which must be made.

5. APPEARANCE:
You must dress properly for your training station. You are expected to conform to the rules and regulations of your employer regarding dress.

6. ABSENCES:
If you are unable to go to your training station, you are to call your coordinator before 9:00 a.m. at _____. If you are unable to reach him at this number ask the secretary to relay the message to the coordinator and give him the reason for absence.

Then the employer must be called as soon as his business opens - give the supervisor the message and tell him when you expect to return.

If you are too ill to attend school in the morning, you are too ill to go to your training station on that day.

Any unexcused absences for either your training station or school will be handled by the office as regular disciplinary cases.

7. GRADES:
Any student failing in his school work (two or more subjects) will be dropped from the program.

Grading on the job will be done by the coordinator. The employer fills out a rating sheet on the job, but this is only part of the evaluation used in determining your training grade.

YOUR SIGNATURE (both parent and student) means that you have read carefully and understand completely the rules for the Work Experience Program at your high school. If parents or students have questions they wish answered before signing, please contact your high school coordinator at _____.

Thank you for your cooperation.

_____
Work Experience Coordinator

Parent's Signature _____

Student's Signature _____

Date _____

BLOOMINGTON PUBLIC SCHOOLS
VOCATIONAL COOPERATIVE TRAINING PROGRAM

Thomas Jefferson High School
John F. Kennedy High School
Abraham Lincoln High School

Work Experience Program

PARENTS' APPROVAL STATEMENT

I understand the plan for part-time occupational training and know that my son/daughter, _____, will be in school a half day and working on a supervised job, for pay, the other half day.

He/she will be given two non-academic credits for this occupational training if he/she completes an entire year of work satisfactorily.

I hereby give my consent and approval for his/her assignment to a supervised job as a part of the regular school work.

I hereby give my consent to the testing phase of the program.

I hereby give my consent and approval for the field trips planned and relieve the school and coordinator of accident liability.

_____ _____
Date Signature of Mother or Guardian

_____ _____
Phone Signature of Father or Guardian

STUDENT'S AGREEMENT

I PROMISE that I shall accept whatever responsibilities are placed before me. I shall perform my job in a manner that will do honor to both my school and myself. I shall strive to do a better job and gain more information throughout the course which will be applicable to the job which I shall perform or hope to perform while I am a member of the Work Experience Program.

_____ _____
Date Signature of Student

BLOOMINGTON PUBLIC SCHOOLS
VOCATIONAL COOPERATIVE TRAINING PROGRAM

Thomas Jefferson High School
John F. Kennedy High School
Abraham Lincoln High School

WORK EXPERIENCE PROGRAM

MY CODE OF ETHICS

1. I will not accept a job unless I intend to keep it. I will have only one job at a time.

2. I will work at the scheduled time and will remain until I am due to finish. If I find that I am unavoidable detained or unable to show up for training, I will always inform my employer as soon as possible.

3. I will be honest in all dealings concerning my training station - with money, merchandise, time, and effort.

4. I will keep all records as required by the training section or the school.

5. I will not put my personal interests before my training obligations; failure to follow this may result in termination of the training program.

6. I will not waste time visiting with friends or others I may contact while at the training station.

7. If I satisfactorily finish all work assigned to me, I will immediately inquire what should be done next.

8. Regardless of what type of job I am performing, I will conduct myself in a business-like manner (no smoking, gum chewing, etc.) and present as neat an appearance as possible.

9. I will not perform other tasks that are not related to my work while at my training station.

10. When I am on the job, my training comes first. If I feel that my studies, family, physical health, or moral well-being are jeopardized because of my job, I will consult my parents, my coordinator, and my employer before I resign.

I realize that to fail on my job reflects not only on me, but on all the others placed in jobs by my school. I know it will reflect on all students for years to come who hope to secure training. I therefore agree to uphold this code in order to maintain the reputation of my school and myself.

Signature of Student _____

Signature of Parent _____

Signature of Coordinator _____

II. Instructional Objective

To provide a means for the students to understand the requirements of the classroom curriculum and job related activities.

Learning Activities

A. Guest sp ker: invite a former member of the program to talk to the class.

B. Discuss the program and its relationship to the community.

C. Show a transparency of the objectives of the W.E.P. and discuss them with the students.

D. Explain the use of resource facilities and materials.

E. Class discussion of the following topics:

1. Define a coordinator and his role.

2. Explain the coordinator's visits to the employer.

3. Define a training sponsor.

4. Explain the training plan.

5. Explain the grading system.

a. School

b. Employer

6. Explain the types of related information to be studied in the class.

7. Explain the credit earned.

8. Show how colleges and universities accept these credits in meeting entry requirements.

9. Explain field trips and student-directed employer contacts in fulfilling requirements of course projects.

Evaluative Tool

The students will write an evaluative summary of his role in the classroom and on the job.

BLOOMINGTON PUBLIC SCHOOLS
VOCATIONAL COOPERATIVE TRAINING PROGRAM

Thomas Jefferson High School
John F. Kennedy High School
Abraham Lincoln High School

Distributive Education
Office Education
Trades & Industry
Work Experience Program

TRAINING AGREEMENT

Name of Student Trainee _____ Phone _____

Training shall be in effect from _____ to _____

Name of Firm _____ Phone _____

Address _____

Training Supervisor(s) _____

Number of hours student will work per week: (Minimum) _____; (Maximum) _____.

Title of Occupation _____ Beginning Wage _____

Is there reasonable certainty that at the close of the training period, job opportunities will be available in the field of work for which the student is training? Yes___; No___

The trainee will not be urged to quit school to accept full-time employment.

Work standards expected of students will be the same as those expected for other beginning workers.

The training period will be for the duration of the school year or as otherwise determined by the training sponsor and coordinator.

The coordinator will be kept informed of all problems directly related to the student and the job.

Work shall be confined to regular school days and regular hours of the shop or business establishment in which the student is receiving training.

The student will be trained in the following phases:

None of the parties may terminate this agreement without consulting the coordinator.

The undersigned employer agrees to train the student trainee for the occupation specified in this agreement as outlined in the training program, according to the conditions as herein set forth which have been approved by the coordinator.

_____ _____
Date Signature

Student Trainee is to work the assigned training station only for which he will earn two credits toward graduation.

Student Trainee is to be present and on time each day both in school and at work. On no occasion is he to be allowed to go to his training station on a day that he has been absent from school. By so doing, he will be subject to dismissal from the program with resulting loss of credits (even if the violation occurs during the last days of school.)

The student will be prompt and accurate in making all required reports to his coordinator and will keep the coordinator informed of any problem that may confront him in school or on the job.

The student will become a member of either Distributive Education Clubs of America, Minnesota Office Education Association, or Vocational Industrial Clubs of America, whichever pertains to the vocational program in which the student is enrolled. The student should be willing to attend leadership conferences with the approval of his parents, training sponsor, and coordinator and will support the club sponsored Employer-Employee Appreciation Banquet at the end of the year.

The student understands that his employer will rate his work from time to time and discuss his progress with the coordinator. The grade for his work experience will be based on these ratings and interviews. The student must maintain passing grades in all high school subjects and earn satisfactory work evaluations from the employer to remain eligible for the program.

The student agrees to appear neat, well-groomed, and properly dressed for business. He further agrees to conform to all regulations both at school and at his place of employment.

The student will respect employment ethics and will at no time give out confidential information pertaining to his place of employment. The student agrees to become informed of the duties and responsibilities connected with his training station and in accepting the job does so of his own accord, agreeing to discharge those duties to the best of his ability.

The trainee and/or his parents are liable in all accidents en route to and from work.

The undersigned will comply with the agreement as outlined on the training program according to the conditions as herein set forth which have been approved by the coordinator.

_____
Student Trainee

Approved:

_____ Parent	_____ Date
_____ Principal	_____ Date
_____ Coordinator	_____ Date

III. Instructional Objective

To provide an opportunity for the students to learn about the services of the school specialists and how they apply to their individual needs.

Learning Activities

A. Guest speakers: define their role.

1. Psychologist
2. Counselor
3. Social Worker
4. Nurse
5. Principal
6. Resource Center Director
7. Liaison Officer

B. Make a bulletin board poster of the services provided by each specialist.

Evaluative Tool

Divide class into small groups. Have each group present a list of ways the specialists can be beneficial to them.

IV. Instructional Objective

Provide standardized testing to determine individual personality, interest, and ability patterns to help the student understand himself. A profile will be made for each student.

Learning Activities

A. The counselors and psychologist, assisted by the coordinator, will administer the 16 Personality Factor Questionnaire (early Fall and late Spring.) Interpret test results at a scheduled conference with each student.

B. The counselors and psychologist, assisted by the coordinator, will administer the MMPI (Minnesota Multiphasic Personality Inventory.) Interpret test results at a scheduled conference with each student.

C. The counselor will administer the GATB (General Aptitude Test Battery.) Interpret results at a scheduled conference with each student.

D. The coordinator will administer sample tests used by local business firms. Interpret results at a scheduled conference with each student.

E. The coordinator will administer the Kuder Preference Test. Interpret results at a scheduled conference with each student.

Evaluative Tool

Establish a profile for each student based on test results. Schedule individual conferences to compare results of the two 16 Personality Factor Questionnaires.

CAREER DEVELOPMENT UNIT

Rationale

The vast majority of students graduating from high school are not prepared to enter the labor force because of their inability to recognize job skill requirements, their lack of desirable attitudes pertinent to job satisfaction, and insufficient preparation toward self-understanding within the world of work.

Career development - For one to achieve job satisfaction in his career development pattern the student must realize his:

1. aptitudes
2. abilities
3. strengths
4. weaknesses
5. limitations

Career development is essentially a process of relating self to occupations. Part of this process means discovering occupations in which one utilizes his abilities, and experiences the consequences of achievement. In the exploration and discovery stages the student should consider broad occupational areas.

I. Instructional Objective

Students will attend three job orientation sessions and collect occupational information as designed by instructor for at least five occupational areas.

Learning Activities

A. Career Night at school: business and community leaders inform students and parents of job opportunities and entry requirements.

B. Students will spend a day on a job of his own choosing. The students will follow an employer visitation interview format issued by the coordinator.

C. The students will listen to six pre-recorded cassette series of Earl Nightingale's "Lead the Field."

D. Resource speaker will discuss "Negative and Positive Factors in Obtaining Employment."

E. Students will collect and assemble occupational information in reference to their interests by constructing a display or bulletin board.

F. The students, through group discussion, will develop a list of questions to be used as a guide for interviewing classified and non-classified school staff personnel.

   1. Students will interview one classified and one non-classified school staff member of their own choosing.

   2. The students will present interview findings to his class members.

G. The students will complete a minimum of five lessons in the Turner Career Guidance Series Number 1 Wanting a Job.

Evaluative Tool

A representative from the business community and the program coordinator will discuss learning outcomes developed by the student in individual sessions following a prescribed format.

QUESTIONS FOR THE GUEST SPEAKER

To be sure that your students get the most out of a guest speaker from industry, it is a good idea to prepare them beforehand. Letting them know there will be a question and answer period and helping them to prepare pertinent questions is a good practice. Here is a list of potential questions a class might ask. It was prepared by Professor Robert Hoppock of the New York University School of Education.

- Do you employ dropouts? High school graduates? College graduates?

- Do they all start in the same job?

- What are the principal job categories in which beginners start?

- About how many beginners did you hire last year for each of these major job categories? Do you expect to hire more or fewer next year?

From here on most of the questions are focused on the one or two categories which take the largest number of beginners.

- What are the starting salaries? About how much may the average worker expect to earn after five years? After ten years?

- What does a person do in this job? What is a typical day's work?

- What are the minimum qualifications for getting a beginner's job? Minimum and maximum age, height, weight? Sex? Other physical requirements? Do you hire married women? Do you fire single women if they marry? Does the worker have to have a license? Where does he get it? What are the requirements for getting it? Must he supply his own tools? What do they cost? What aptitudes do you look for in new applicants? Do you give aptitude tests?

- Must the beginner belong to a union? What are the chances of getting in?

- Do you have any Negroes working for you now? Jews? Do you give preference to veterans? What chance does a nonveteran have?

- Does a beginner need capital? How much? (This question is used only when the guest is self-employed.)

- What preparation is required? What is the minimum you would accept? What do you prefer? How much time is required to get it? What does it cost? What subjects are included? Can you tell us where to get a list of approved schools? What subjects do you prefer to have an applicant study in high school?

- How does the beginner get a job? To whom does he apply? Where? When?

- What are the opportunities for advancement?

- What are the future prospects? Is the occupation or the business expanding or contracting? How does the current number of applicants compare with the number of vacancies?

- What are the hours? Are they regular or irregular? Is overtime required? Optional? Do you work Sundays? Holidays? Evenings?

- Is the job steady or seasonal? What happened to the workers during the last depression? Does advancing age make the worker more or less valuable?

- Do you ever have any accidents? What kind? What are the hazards?

- Is the marriage rate among your girls higher or lower than average?

- What do you think the workers like best about their jobs? What do they like least?

- Do laymen like us have any mistaken ideas about your business?

- Is there anything else we should have asked you.

- Is there anything you would like to ask us?

Taken from: Croft Leadership Action Folio 21

II. Instructional Objective

Demonstrates a commitment by completing a Self-Appraisal Evaluation Outline based upon sound information and a selective use of resources.

Learning Activities

A. Identify programs or courses that are related to your occupational interests. Use the copies of college bulletins, area vocational school bulletins, and adult education schedules available in the counselor's office and in the classroom.

B. Define Personality Rating Scale terms and have students complete form.

C. Present and discuss film "Where the Action Is."

D. Each student will complete Self-Analysis Rating Scale.

E. Personal Rating Sheet will be completed by each student.

F. Invite a resource speaker from one of the employment services who will discuss personality factors relating to vocational planning.

G. The student will complete page 8 and 9 from The Turner Career Guidance Series Number 2 Training for the Job.

Evaluative Tool

Administer Self-Appraisal for the Job Ahead.

SELF-ANALYSIS RATING SCALE

Score each statement in the scale as follows:

4 points	_____	(always) _____	excellent
3 points	_____	(usually) _____	good
2 points	_____	(sometimes) _____	fair
1 point	_____	(rarely or never) _____	poor

1. I am intelligent. I grasp instructions quickly and accurately. I comprehend directions instantly.	____
2. I possess initiative. I attempt work beyond that required. I volunteer contributions to class or school activity. I am a leader in extra-curricular affairs.	____
3. I am dependable. I am reliable at all times; I do routine duties without being told; I am on hand when I am needed. I am reticent about confidential matters entrusted to me.	____
4. I am punctual. I complete assignments on time and keep appointments on time.	____
5. I am obedient. I observe the rules of my school, of my employer, and of my community.	____
6. I cooperate with others. I work harmoniously in group activities. I consider the interest of the group of paramount importance.	____
7. I possess good judgment. I have good common sense. I distinguish the important from the unimportant in class work. I consider all phases of a situation before deciding on a course of conduct. Others ask my opinions and advice.	____
8. I am tactful. I say and do the right thing when dealing with others. I never give offense to others.	____
9. I am neat and clean. My person and attire are neat and clean. I keep my surroundings for which I am responsible neat and clean.	____
10. I display good taste in attire. My grooming is in the best of taste.	____
11. I have habits of good posture. When I walk, sit, or stand, I create a favorable impression because of my bodily postures.	____
12. I speak well. The words I speak and my enunciation create a favorable impression.	____
13. I show consideration for others. In making decisions, I am mindful of the effect my future conduct will have on others.	____
14. I am well-mannered. I show a refinement of manner and a natural grace in my conduct with others.	____
15. I am healthy. I am practically never ill.	____
16. I have tireless energy. Even after a day's work, my energy is not exhausted.	____

17. I am accurate. I get information correctly. I keep records properly in order. ____

18. I am speedy. I lost no time in doing my work. I get my work done quickly. ____

19. I am adaptable. I turn from one task to another. I am not confused by changes. I adjust myself to people, places, and things. ____

20. I am honest. I do not tell falsehoods. I do not steal money, time, supplies or ideas. ____

21. I have a good memory. I remember the names of persons, telephone numbers, addresses. I remember facts and incidents that have a bearing on a question of the moment. ____

22. I am industrious. I am happy when I am busy. I find work to do at all times. ____

23. I am loyal. I feel strongly the ties that bind me to ideals, institutions and to people, both those who depend on me and those upon whom I depend. ____

24. I have executive ability. I plan work with system and with efficiency, and I assign tasks to others with understanding. I manage people, and they like to work for me. ____

25. I have businesslike attitudes. I realize the importance of the work to be done. I am not a "clock watcher." I realize the value of time and the importance of giving a day's work for a day's pay. ____

TOTAL SCORE ____

NAME _____

PERSONAL RATING SHEET

Confidential. You must be honest in your judgment.

	Excellent	Good	Average	Fair	Poor	
1. Dress						
2. Grooming						
3. Physical vigor						
4. Health						
5. Posture						
6. Mannerisms						
7. Facial Expression						
8. Quality of laughter						
9. Intellectual alertness						
10. Expression of ideas						
11. Conversation						
12. Qualities of leadership						
13. Study habits						
14. Reading skills						
15. Grammar						
16. Vocabulary						
17. Enunciation						
18. Variety of interests						
19. Influence on others						
20. Sense of humor						
21. Friendliness						
22. Cheerfulness						
23. Manners						
24. Sincerity						
25. Loyalty						
26. Co-operation						
27. Integrity						
28. Unselfishness						
29. Tact						
30. Promptness						
31. Poise						
32. Self-control						
33. Decisiveness						
34. Motivation						
35. Realistic attitude						
36. Maturity						
37. Dependability						
38. Ability to accept criticism						
39. Ambition						
40. Courtesy						
41. Dependability						
42. Enthusiasm						
43. Foresight						
44. Mental health						
45. Honesty						
46. Industry						
47. Initiative						
48. Neatness						
49. Punctuality						
50. Willingness to work						

NAME _____

CHECK LIST OF FIFTY PHYSICAL CHARACTERISTICS THAT HURT YOUR PERSONALITY

Explanation: Frequently we offend others unknowingly. The list below was compiled from the results of hundreds of answers to the questions, "What physical traits keep people from presenting a good appearance and hence hurt their personalities?"

DIRECTIONS: Place a chack mark before each thing that applies to YOU.

( ) Dirty fingernails
( ) Dirty hands
( ) Beard
( ) Excessive make-up
( ) Powder smears or dabs
( ) Yellow or unclean teeth
( ) Food between teeth
( ) Visible blackheads
( ) Pimples on face
( ) Dirty neck
( ) Greasy hair
( ) Dirty scalp
( ) Dandruff
( ) Hair too long
( ) Ragged fingernails
( ) Dirty shirt
( ) Soiled underclothes
( ) Dirty collars and cuffs
( ) Trouser or skirt baggy
( ) Soiled suit or dress
( ) Runs visible in hose
( ) Hose seams crooked
( ) Run-over shoes
( ) Unshined shoes
( ) Dirty, dusty shoes
( ) Body odor
( ) Halitosis
( ) Too few baths
( ) Inappropriate clothes
( ) Stooped shoulders
( ) Slouchy walking
( ) Awkward posture
( ) Hair not combed
( ) Greasy skin
( ) Gaudy fingernails
( ) Broken shoestring
( ) Buttons missing
( ) Tie poorly tied
( ) Tie crooked
( ) Collar wrinkled
( ) Clothes fitting poorly
( ) Dirty handkerchief
( ) Wrinkled suit or dress
( ) Soiled dusty purse
( ) Torn gloves
( ) Too much perfume
( ) Dirty gloves

Number of checks _____

If you checked fewer than five items, you are neater and better groomed than the average college student.

If you checked between five and ten items, you are below average in neatness and should do something about it now.

If you checked more than fifteen, you are in pretty bad shape. Drastic action is necessary.

Look over the items that you checked. Every one is a personality defect in the eyes of other persons. Every one of these defects can be eliminated.

PERSONALITY TEST
(Introversion-Extroversion)

DIRECTIONS: On a separate sheet of paper list the numbers 1 through 26. Then study the statements on the list and write "True" or "False" after each number according to how that item describes you.

1. I daydream a great deal.
2. I frequently rewrite letters before mailing them.
3. Usually I would rather be alone than in a group.
4. I am frequently suspicious of other people's motives.
5. At some time in my life I have kept a diary for several months.
6. In general, I govern my life by reason rather than by emotion, or impulse.
7. I have ups and downs in moods without knowing why.
8. I worry considerably about possible misfortunes.
9. I am rather self-conscious and blush frequently.
10. I tend to hesitate in making ordinary decisions.
11. My feelings are easily hurt.
12. I generally speak out what I consider the truth, regardless of how people take it.
13. I can express my thoughts better in writing than in speaking.
14. I am quite persistent in my attitudes and beliefs.
15. I get rattled rather easily.
16. I always avoid speaking before a group when I can.
17. On social occasions I tend to keep in the background.
18. I don't like to give or receive help in doing my work.
19. I prefer a game of cards, checkers, or other intellectual amusements to participation in athletic games.
20. I tend to be critical of others.
21. I am sure I should never be a good salesman.
22. I have relatively few acquaintances.
23. When things go wrong, I tend to indulge in self-pity.
24. Most of my acquaintances are members of my own sex.
25. I tend to resent and dislike orders, rules and discipline.
26. I generally prefer to read a good book or magazine rather than go to a dance or party.

Number of items I marked "True" . . . . . _____

Number of items I marked "False" . . . . . _____

I tend to be - Introvert ( ) Ambivert ( ) Extrovert ( )

PERSONALITY RATING SCALE

1. CONFIDENCE
   To what extent do you succeed in winning the confidence, respect, and good will of your friends and classmates?

   Exceptional___ Usually successful___ About 50-50___ Seldom___ Never___

2. PERSEVERANCE
   To what extent are you capable of sustained effort (staying at a task until it is finished?)

   Always stick with it___ Usually stick with it___ About 50-50___ Seldom___ Never___

3. COMPREHENSION
   How alert are you at grasping an idea or situation ("catching on")?

   Always___ Most of the time___ About half of the time___ Seldom___ Never___

4. RELIABILITY
   How reliable (dependable) are you in performing your work?

   Thoroughly reliable___ Ordinarily reliable___ About half the time___
   Seldom___ Never___

5. TACT
   To what extent do you say or do things without hurting the feelings or incurring the ill opinion of others?

   Always tactful___ Generally tactful___ About 50-50___ Seldom___ Offend others constantly___

6. LOYALTY
   Do you stand behind your employer and stick up for what you believe is right?

   Always loyal___ Usually loyal___ Hesitant___ Give up easily___ Never stand firm___

7. ENTHUSIASM
   How enthusiastic are you in undertaking a task or an assignment?

   Exceedingly enthusiastic___ Mildly enthusiastic___ So-so___ Often resentful___
   Always resentful___

8. LEADERSHIP
   How well can you lead, direct, or influence others?

   Can lead forcefully___ Lead most of the time___ About 50-50___ Usually avoid leadership___ Always avoid leadership___

9. CONVERSATIONAL ABILITY
   To what extent do you participate in conversations with others?

   Wholeheartedly___ Quite a bit___ To a certain extent___ Scarcely at all___
   Never___

10. ORAL EXPRESSION
    How well do you use the English language?

    Exceptionally well___ Better than average___ About average___ Poorly, make errors___ Very poorly, hard to understand___

Self-Appraisal for the Job Ahead

DEVELOPMENT OF GOALS FOR SELF-IMPROVEMENT

Name _____

Self-Appraisal for the Job Ahead

WHAT I AM TODAY

MY PERSONALITY

For each of the items listed below, check the column which, in your opinion, describes you most accurately.

	Never or Poor	Seldom or Fair	Often or Good	Always or Excellent
A. APPEARANCE & HEALTH				
1. Health	____	____	____	____
2. Posture	____	____	____	____
3. Complexion	____	____	____	____
4. Facial Expression. . . .	____	____	____	____
5. Grooming	____	____	____	____
B. MANNERS				
1. Practice rules of etiquette	____	____	____	____
2. Table & party manners. .	____	____	____	____
C. EXPRESSION				
1. Voice quality	____	____	____	____
2. Correctness of English usage	____	____	____	____
3. Pronunciation & enunciation	____	____	____	____
4. Conversational ability .	____	____	____	____
D. PERSONAL TRAITS				
1. Industrious	____	____	____	____
2. Emotionally stable . . .	____	____	____	____
3. Cooperative.	____	____	____	____
4. Honest	____	____	____	____
5. Punctual	____	____	____	____
6. Persevering	____	____	____	____

Self-Appraisal for the Job Ahead

WHAT I AM TODAY

AN APPRAISAL OF MY APTITUDE

Listed below are several areas of ability or aptitude. (Try not to confuse "interest" with "aptitude." Interest means what you like or dislike. Aptitude means your capacity for success in a given area if you receive training.) On the right are three degrees of ability. Consider each ability individually and check the degree you believe you possess.

	Below Average	Average	Above Average
1. Physical			
a. Strength	_____	_____	_____
b. Coordination	_____	_____	_____
2. Manual (hand & finger dexterity) .	_____	_____	_____
3. Mechanical	_____	_____	_____
4. Clerical (speed and accuracy with detail numbers, names, etc.)	_____	_____	_____
5. Executive (leadership)	_____	_____	_____
6. Social (ability to get along with others at work and play)	_____	_____	_____
7. Musical.	_____	_____	_____
8. Artistic	_____	_____	_____
9. Mental	_____	_____	_____
a. Verbal-meaning (ability to understand ideas expressed in words). . .	_____	_____	_____
b. Spatial (ability to think about objects in 2 or 3 dimensions).	_____	_____	_____
c. Reasoning (ability to solve problems logically	_____	_____	_____
d. Numerical (ability to work with numbers rapidly and accurately)	_____	_____	_____
e. Word-fluency (ability to write and talk easily)	_____	_____	_____
f. Memory (ability to recall past experiences)	_____	_____	_____

Which are your strongest areas? Which are your weakest? How might this knowledge affect your choice of vocations?

MY PERSONALITY - con't.

	Never or Poor	Seldom or Fair	Often or Good	Always or Excellent
7. Sincere	_____	_____	_____	_____
8. Cheerful	_____	_____	_____	_____
9. Poised	_____	_____	_____	_____
10. Patient	_____	_____	_____	_____
11. Enterprising	_____	_____	_____	_____
12. Loyal	_____	_____	_____	_____
13. Dependable	_____	_____	_____	_____
14. Witty	_____	_____	_____	_____
15. Tactful	_____	_____	_____	_____
16. Friendly	_____	_____	_____	_____
17. Sportsmanlike	_____	_____	_____	_____
18. Self-Reliant	_____	_____	_____	_____
19. Creative	_____	_____	_____	_____
20. Unselfish	_____	_____	_____	_____

What strengths and weaknesses might affect your choice of vocation? What weaknesses might endanger your chance for success?

Self-Appriasal for the Job Ahead

MY VOCATIONAL PLANS

Discuss briefly your vocational plans for the immediate future and for life. If your plans are still indefinite, discuss some other problems you are facing in making your decision.

Self-Appraisal for the Job Ahead

HOW I PLAN TO ACHIEVE MY VOCATIONAL GOALS

Name of Occupation _____

Description of Duties _____

_____

_____

Aptitudes Required	How I Rate My Aptitudes Below Average Average Excellent
_____	_____
_____	_____
_____	_____
_____	_____

Necessary Personality Traits	How I Rate In These Personality Traits Below Average Average Excellent
_____	_____
_____	_____
_____	_____
_____	_____

Education or Training Required	Further Education or Training I Need
_____	_____
_____	_____
_____	_____

Other Requirements	How Can I Fulfill These Requirements?
_____	_____
_____	_____
_____	_____

PERSONALITY TRAITS

1. Ambitiousness — Do more than the minimum.
2. Cooperativeness — Basic foundation of Business, think of welfare of others, not just yourself.
3. Courteousness — Considerate of the rights of others - ideas - sincerely.
4. Dependability — Do the job properly, efficiently - on time.
5. Enthusiasticness — Have a desire to do well - like your job - don't be afraid to like your job and show it.
6. Foresightedness — Consideration of long term ambitions and goals. Plan ahead.
7. Sound Mental Health — Develop self confidence and courage - self control.
8. Honesty — Personal problems or phone calls on company time. Failure to keep promises - using company supplies for personal use.
9. Industry — Don't be a clock watcher - complete the job before leaving, don't waste time.
10. Initiative — Ability to get ahead on your own - see things that need to be done - be resourceful - use good judgment - follow directions.
11. Loyalty — Be loyal to the firm you work for - speak well of it - think well of it - encourage others to do the same.
12. Neatness and Good Grooming — Physical fitness - cleanliness - attire should be tasteful and businesslike.
13. Poise — Inner calm - feeling of competence and knowledge enables you to meet new situations with assurance. Successful past experience, creates contribution to poise - learn your job skills so you are confident in your ability - acquire social skills - learn the rules of etiquette, practice, offensive habits - confidence in your appearance.
14. Punctuality — Arrive on time or a few minutes early.
15. Self-control — There is no easy formula that can be handed to you to help you develop self control, but it is a basic requirement for job success. You can, however, determine to some extent whether you have self control by asking yourself the following questions:

    Can you set a definite schedule for your work and stick to it?
    Can you do the most difficult work first, rather than the most pleasant?
    Can you conquer an impulse to "tell off" the other person?
    Do you have the ability to get your work done before you participate in recreation?
    Can you control your giggles or your tears?
    Can you concentrate and work in spite of distractions?
    Can you take criticism without becoming angry and upset?
    Can you control spending so that you do not buy unnecessary items and find yourself broke when you really need money?
    Can you be patient with other people?
    Can you refrain from boasting even when you think you deserve credit for what you have done?

Even though self control involves much more, the answers to the above questions may give you some clues to your self control. If you had to answer no to very many of the questions, you may need to establish a plan for improving your self control.

16. Sense of humor — Avoid being too serious about yourself - be interested in others - slow to take offense at jokes at you - learn to laugh at yourself first.

17.	Tact	Ability to say the right thing at the right time - sincere consideration for others - use good judgment.
18.	Willingness to work	Doing that little extra.

III. Instructional Objective

List skills needed to obtain a preferred job by reading and analyzing occupational career information recommended by the instructor.

Learning Activities

A. Examine the D.O.T. and other literature that lists the skills needed for jobs in the student's interest area. Write a report on the job requirements.

B. Discuss with the counselor and coordinator your skill strengths.

C. Project: Identify a job in terms of the training required, manual skills needed, experience preferred and physical requirements.

D. Complete a minimum of five lessons in The Turner Career Guidance Series, Number 4, Looking for a Job.

E. Collect ads from Help Wanted columns relating to interest area. Identify the qualifications looked for in the ads.

F. Complete The Survey of Occupations project.

Evaluative Tool

Students will arrange their own occupational choices in groupings of three and distinguish occupations from the highest potential of employment to the lowest. A representative from the local employment service will then discuss the students findings and review factors of employment in regards to the students occupational choices with the total class.

SURVEY OF OCCUPATIONS

How to Prepare Occupation Project:

A. The project is to be typed if possible or else written in ink. Pages and illustration are to be numbered.

B. The following sections are required:

1. History of the occupation

2. Education required or special training required

3. Personal qualities needed to be reasonably successful

4. Physical requirements - age, height, etc.

5. Possibilities of advancement

6. Technical terms used in the occupation

7. Personal history (self appraisal) - as to how well you are prepared for this occupation and future plans.

IV. Instructional Objective

Plan his current school experience so that it fits into the pursuit of his occupational goals.

Learning Activities

A. Guest speaker: Have personnel manager visit class and explain importance of school experiences in evaluating applicant.

B. Submit a plan of projected school activities and discuss its value with his coordinator and counselor.

C. Field trip: Planned and arranged by the coordinator to visit business, industrial, and educational facilities to determine student need for further training and education.

D. Culminating activity: Discuss field trip experiences with a school reporter and prepare a news release for the school and local newspaper.

E. Have student arrange a parent-student conference with the coordinator concerning his projected plan for further schooling.

Evaluative Tool

Students will divide into groups of three and tape their observations and experiences of the above activities for playback and evaluation by the class.

ORGANIZING AN EFFECTIVE FIELD TRIP

The field trip is the best method of taking advantage of resources offered by the local industrial community and to cement cooperative arrangements. To be effective one should be well-planned. Here is a suggested step-by-step outline designed to make a field trip meaningful and worthwhile for your students.

A. Determine objectives.

B. Select destination.

C. Obtain administrative approval.

D. Elicit from the students a list of specific purposes for trip.

E. Contact place to be visited, get name of contact and discuss the following items:

1. date
2. time of arrival
3. duration of trip
4. size of group that can be accommodated
5. what you want to see and/or find out
6. luncheon accommodations, if needed
7. how many chaperones are needed
8. a time to make a preliminary visit.

F. Write a letter of confirmation.

G. Preliminary visit to host (include tour).

1. advise host of specific objectives
2. make detailed plans
3. discuss itinerary
4. obtain available materials (brochures, literature, pictures)

H. Arrange transportation.

1. cost
2. schedule

I. Have signed parental permission forms.

J. Invite chaperones.

K. Prepare students.

1. Discuss value of note taking and picture taking (obtain permission)
2. Anticipate questions concerning activities being observed (construct a questionnaire, if desired)
3. Discuss guidelines for trip behavior

a. dress and grooming
b. bus behavior
c. courtesy towards host and chaperones
d. obedience of safety rules

4. Recheck itinerary and times for arrival and departures

L. Determine total cost of trip (lunch, souvenirs, bus, admission fee, etc.)

WHAT TO ASK ABOUT

1. Employment policies.

a. variety of entry level job opportunities available
b. skills and education required
c. employee attitudes
d. dress
e. working conditions
f. hazards - safety program
g. salaries
h. promotion potential
i. relation to career planning
j. benefits (education, union, med.-surg., holidays, sick-pay, advancement, pension plans, etc.)

2. Processes

a. source of raw material
b. products and uses
c. warehousing and storage facilities
d. methods of distribution
e. effects of automation

3. Cultural values

a. aesthetic benefits to the community
b. community activities it sponsors
c. implications for leisure time

WAS IT WORTH IT? EVALUATION AND FOLLOW UP

Things to do after the trip.

1. Send a thank you letter to the host.

2. Using your objectives as a basis, conduct an evaluation with your students to determine the impact of the experience.

(a) Ask questions that will determine if the students can:
1) Indicate the relationship between the field trip experience and the material they are currently studying.
2) List and describe the nature/activities they observed.
3) Compare and/or contrast this visit with others of a similar nature to determine its uniqueness.

4) What data was collected that could influence career choices.
5) What data was collected that might influence leisure time activities.
6) What dimension of the experience could be adopted to regular educational experiences.
7) What questions could have been asked, but were not.

(b) Reevaluate objectives.

3. Invite the host or someone in a similar field to meet with the class to discuss and answer any questions that might have been generated following the visit.

4. Depending upon the grade level of the class or its interests, you may relate the experiences to specific activities in the field of Arts and Crafts or Dramatics.

V. Instructional Objective

The student will be able to identify specific job requirements by investigating and completing a career manual project.

Learning Activities

A. Resource speaker: He will introduce career manual project showing effects of organization and planning of project prior to student's contact with employer.

B. Field interview: Interview a businessman to determine what an entry occupation is and what advancement possibilities there are from it.

C. Project: Obtain some sample job descriptions. Identify the more responsible jobs. Determine if past experience has a bearing on qualifications for future positions.

D. Guest speaker: Have a personnel manager tell how he recruits and selects applicants. Find out what training and experience is sought.

Evaluative Tool

Complete information as presented in the career manual project.

CAREER MANUAL PROJECT

Objective

To provide the framework for the study of an occupation which each student selects in relation to his interests, aptitudes, and personal characteristics. To lead toward the determination of a job goal in the world of work.

Time

Year long project, assignments to be made as the topic related to each is discussed in class.

Materials to be included

1. Self-analysis information

   A. Interests as indicated by:
      (1) Kuder Preference Record
         (a) vocational
         (b) personal
      (2) Attitudes toward various school subjects
      (3) Topics in the distributive education course of special concern or interest
      (4) Interest in specific projects
   B. Aptitudes as measured by:
      (1) Other standardized tests given in the school
      (2) Grades in other school subjects
      (3) Evaluation of project training on project training record
   C. Personal characteristics as determined by:
      (1) Autobiography
      (2) Self-rating forms
      (3) Evaluation of progress in project training, especially those projects in the area of personal development.

2. Study of occupations (See following pages for outline)

3. Matching of your interests and aptitudes with the requirements, conditions, and opportunities of the occupation. (See following pages for outline)

4. Any change in selection of occupation and reasons for this change.

5. Job goal at end of the year and reasons for selection at this point.

STUDY OF OCCUPATION

1. Introduction
   a. Name of occupation
   b. Interesting facts about the service which workers in this occupation render to other people.
   c. Origin and history of the work.

2. Future prospects
   a. Demand for workers today; give evidence
   b. Expected increase or decrease in employment

3. Nature of the work
   a. Job duties
   b. Working conditions (include unions if these are involved in the occupation)

4. Qualifications
   a. Age. What are the upper and lower age limits for entrance and retirement?
   b. Sex. Is this predominantly a male or female occupation? Are there reasonable opportunities for both?
   c. Height and weight. Are there any minimum or maximum requirements?
   d. Other physical requirements
   e. Aptitudes needes (General ability such as mechanical, clerical, musical, etc.)
   f. Preparation
      (1) How much and what kind of preparation is required to meet employer's standards?
      (2) How long does it take?
      (3) What does it cost?
      (4) What does it include?
      (5) What schools are recommended for this preparation?
      (6) Is experience of some kind of prerequisite to entrance? Describe.

5. Advancement
   a. Proportion of workers who advance
   b. Advance positions
   c. Additional preparation or experience required
   d. Related occupations to which advancement may lead

6. Earnings
   a. Average earnings by week, month or year
   b. Difference in earnings in certain parts of the U.S. or in certain branches of the occupation.

7. Distribution of workers
   a. Trend in distribution all over U.S. or in concentrated areas
   b. Can a person practice this occupation anywhere that he may wish to live?
   c. Do conditions in small towns and rural areas differ from those in urban centers? How?

8. Advantages and disadvantages
   a. What workers say they like best and dislike most about their jobs
   b. Hours.
      (1) Regular or irregular?
      (2) Long or short?
      (3) Frequent overtime or night work?
      (4) Sunday and holiday work?
   c. Vacations
   d. Employee benefits
   e. Is employment steady, seasonal or irregular?
   f. Does one earn more or less with advancing age?
   g. Are the skills acquired transferable to other occupations?
   h. Summary of advantages and disadvantages.

9. Sources of further information (Names and addresses of major professional associations and other organizations from which you may obtain helpful information.)

Matching of your interests and aptitudes with the requirements, conditions and opportunities of the occupation

The purpose of this section is to help you to compare what you now know about this occupation with what you know or can learn about yourself. You are to fill in the blank which follows. This will involve some repetition of facts you have already recorded elsewhere. This repetition is necessary in order to help you select and to bring together the most important facts, so that you can get a good look at them and decide what your next steps should be.

1. Duties: List here all the things you would have to do in this occupation that you think you could do well and enjoy doing.

2. List here all the things you would have to do in this occupation that you think you could not do well OR that you would dislike doing.

3. Physical requirements: List here any physical requirements that you must meet in order to enter this occupation, for example, height, weight, 20/20 vision, freedom from color blindness.

4. List here any of these requirements that you think might find hard to meet.

5. Aptitudes: List here any aptitudes in which you must be better than average in order to do satisfactory work in this occupation, or to get the training necessary to enter it, for example, mechanical aptitude, clerical aptitude, scholastic aptitude, reaction time.

6. List here the names of any tests you have taken to measure these aptitudes and the results of the tests and any other evidence of the aptitudes you possess. List also the results of any tests you have taken to measure your interest in this occupation or any other evidence of your interest in it.

7. Preparation: List here the number of years of high school, post high school and/or college training that you would have to have to enter this occupation.

High School _____

Post High School _____

College _____

8. List here the number of years of high school, post high school and/or college training that you think you have the ability, the money and the desire for.

High School _____

Post High School _____

College _____

9. Earnings: List here how much money you think you could earn in this occupation.

First year_____

After 5 years_____

After 10 years_____

10. List here how much money you think you would have to earn in order to feel that you were doing about as well as you have a right to expect.

First year_____

After 5 years_____

After 10 years_____

11. Other requirements: List here any other requirements that you must meet in order to enter this occupation.

12. List here any of these requirements that you think you might find hard to meet.

13. Number of jobs: List here how many persons are employed in this occupation in the community in which you wish to work.

14. List here the best estimate you can get of how many jobs in this occupation become vacant each year in the community in which you wish to work.

15. Job satisfaction: Ask several persons now working in this occupation what they like best and dislike most about it.

List here the things that most of them say they like best.

16. List here the things that most of them say they dislike most.

17. Miscellaneous: List here any other reasons why you think this would be a good occupation for you to enter.

18. List here any other reasons why you think this would NOT be a good occupation for you to enter.

19. Summary: Go back over the things you have written on the preceding pages. List here the most important reasons why you think this would be a good occupation for you to enter. (Or why you should not enter it.

VI. Instructional Objective

The students will be able to demonstrate, through job interview experiences, the factors required for job placement.

Learning Activities

A. Using the "Preparation for the Interview" guide, the students will prepare questions to ask resource speakers on the subject of interviews.

B. Resource speakers: Representatives from the community will discuss interview factors relating to employment.

C. Using "Questions Frequently Asked During An Interview," the students will select 20 questions they feel are most important.

D. Using "Applicant Interview--Negative Factors," the students will select 25 factors they feel contribute most to an applicant's failure.

E. The student will complete an employment application form, a letter of application, and a personal data sheet as a preliminary activity to job interview.

F. Use counselors to demonstrate, through role playing, proper job interview techniques.

G. The students will complete pages 16-17, 26-27, and 30-31-32-33 from The Turner Career Guidance Series, Number 4, Looking For a Job.

Evaluative Tool

The students will submit an organized plan for job placement.

PREPARATION FOR THE INTERVIEW

The employment interview is one of the most important events in the average person's experience, for the obvious reason that the 20 or 30 minutes he spends with the interviewer may determine the entire future course of his life. Yet interviewers are continually amazed at the number of applicants who drift into job interviews without any apparent preparation and only the vaguest idea of what they are going to say. Their manner says, "Well, here I am." and that's often the end of it in more ways than one.

Others, although they undoubtedly do not intend to do so, create an impression of indifference by behaving as though they'd dropped in between coke dates. At the other extreme, a few applicants get themselves into a state of mind where they feel as if they are being marched into a medieval inquisition chamber. When they arrive they are in the last stages of nervous fright and unable to do much but gulp and answer in monotones.

These marks of inexperience can be avoided by knowing a little of what actually is expected of you and by making a few simple preparations before the interview. Here are some of the things you can do to get yourself ready:

1. Find out the exact <u>place</u> and <u>time</u> of the interview. This may sound almost too basic for mention, but it is an unfortunate applicant who assumes that the interview is to be held in a certain place ("all the others were") and then discovers--two minutes before the hour--that his appointment is somewhere else.

2. Write the time and place down and keep the notation with you. Don't rely on your memory. The back pages of this booklet provide a convenient place for such notes.

3. Get the full name of the company straight, along with its address.

4. Be certain you have your interviewer's full name, and find out how to pronounce it if it looks difficult.

5. Do some research on the company interviewing you. Try to find out how old the company is, where its plants, offices or stores are located, what its products or services are, what its growth has been, and how its prospects look for the future. This will give you something besides yourself to talk about during your interview and provide material to form the questions you should ask. It will help to protect your own interests also. A manufacturer of buggy whips might be recruiting for a new man but you would want to know something of his potential market before choosing his field as your career.

6. Prepare your questions <u>before</u> you go in for the interview.

There are a number of publications which can help you research a company. Most of them can be found in any good-sized public library. Among the most helpful are:

Thomas' Register of American Manufacturers
Moody's Manuals
Fitch Corporation Manuals
MacRae's Bluebook
Standard and Poor's Corporation Records
Poor's Register of Directors and Executives
Dun & Bradstreet Reference Book
Company Annual Reports

Your school counselors' office is an excellent source for booklets and other material prepared by various firms for recruiting purposes. You may find detailed information in the company's own literature that is unavailable in general registers.

A brokerage office may also be able to supply you with information you want. If you use library texts, don't wait until the last minute to do your research. Someone else may have the book you need.

7. Bring a pencil with you and a pen that writes neatly. Beware of the pen whose cartridge or ink supply may run out unexpectedly.

8. Have some kind of note paper with you out of sight. You may be asked to take something down. If not, you should make a few notes immediately after you leave the interview.

9. Plan to arrive at the designated place at least 15 minutes early if you can. Your interview may be a little ahead of time and you should hold yourself subject to his convenience. A few extra minutes will also help take care of unexpected emergencies. Late arrivals for a job interview are almost never considered excusable.

10. The essentials of neatness and cleanliness scarcely need to be mentioned. It might be well to note however that a girl should use cosmetics conservatively and that she should have a neat hairstyle. A man should pay careful attention to details such as his hair and fingernails.

11. Clothes. Your own good taste is your best guide. Simply remember that you are looking for a job--not going to a party. A girl should wear conservative clothes - not dowdy ones certainly, but those most appropriate to the occasion. She should be careful that her accessories are in quiet good taste, in keeping with her costume.

A young man should also dress conservatively and ordinarily in a suit. His accessories should compliment his suit--not contrast with it. Sport shoes are not proper for a job interview. Of course your shoes should be well shined. If you have a habit of crossing your legs, take a look at the soles of your shoes - a job interview is an embarassing moment to discover a hole in your footwear. If you are forced to rush to an interview directly from a job or lab, a polite excuse for your attire will be accepted and the situation understood.

It should be noted that on a few college campuses, where interviews are held with great frequency, there is a new tendency to suggest regular classroom wear for interviews. Check with your placement officer to be sure you follow local custom.

12. If you use after-shave lotion, wash your hands afterward so that the scent will not transfer to the recruiter's hands. And since many interviewing rooms are small and stuffy such lotions should be used sparingly.

13. Each of the above suggestions is meant to be helpful but it would be a mistake to become urduly worried over too many details. A genuinely attractive personality and a good school or employment record will overcome most small errors. Be friendly, honest and sincere and you will always make a good impression.

QUESTIONS FREQUENTLY ASKED DURING INTERVIEW

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your college expenses did you earn? How?
10. How did you spend your vacations while in shcool?

11. What do you know about our company?
12. Do you feel that you have received a good general training?
13. What qualifications do you have that make you feel that you will be successful in your field?
14. What extracurricular offices have you held?
15. What are your ideas on salary?
16. How do you feel about your family?
17. How interested are you in sports?
18. If you were starting college all over again, what courses would you take?
19. Can you forget your education and start from scratch?
20. Do you prefer any specific geographic location? Why?

21. Do you have a girl? Is it serious?
22. How much money do you hope to earn at age 30? 35?
23. Why did you decide to go to this particular school?
24. How did you rank in your graduating class in high school? Where will you probably rank in college?
25. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
26. What do you think determines a man's progress in a good company?
27. What personal characteristics are necessary for success in your chosen field?
28. Why do you think you would like this particular type of job?
29. What is your father's occupation?
30. Tell me about your home life during the time you were growing up.

31. Are you looking for a permanent or a temporary job?
32. Do you prefer working with others or by yourself?
33. Who are your best friends?
34. What kind of boss do you prefer?
35. Are you primarily interested in making money or do you feel that service to your fellow men is a satisfactory accomplishment?
36. Can you take instructions without feeling upset?
37. Tell me a story!
38. Do you live with your parents? Which of your parents has had the most profound influence on you?
39. How did previous employers treat you?
40. What have you learned from some of the jobs you have held?

APPLICANT INTERVIEW - NEGATIVE FACTORS

1. Poor personal appearance.
2. Overbearing - over-aggressive - conceited "superiority complex" - know-it-all.
3. Inability to express himself clearly.
4. Lack of planning for career - no purpose and goal.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise - nervousness - ill-at-ease
7. Failure to participate in activities.
8. Over-emphasis on money - interest only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses - evasiveness - hedges on unfavorable factors in record.
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy - ill mannered
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in eye.
20. Limp, fishy hand-shake.
21. Indecision.
22. Loafs during vacations - lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for a short time.
28. Little sense of humor.
29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant - strong prejudices
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late for interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

VII. Instructional Objective

Student demonstrates job competencies by completing a Job Manual

Learning Activities

A. Classroom orientation of the Job Manual.

B. Student-employer-coordinator conference formulating an organized plan for completing the Job Manual.

C. Guest speaker: Have a speaker discuss promotional opportunities in a firm and how they choose those they promote.

D. With the help of the coordinator the students will formulate and write to manufacturers and business firms representing their areas of employment and request information pertaining to the completion of the Job Manual.

Evaluative Tool

The employer and coordinator will analyze and grade the Job Manual when completed.

JOB MANUAL

We all get a certain satisfaction out of doing a job well. It is natural for us to try to do that job well. However we will find our task very difficult if we do not know just what is expected of us. We must have a very clear picture of our duties in order to do a job well.

JOB ANALYSIS IS THE RESPONSIBILITY OF EVERY WORKER

The better the job analysis the better the chance for success.

Why job analysis?

1. It shows opportunity for transfer and promotion.
2. It determines what is to be learned on the job.
3. It points out personal characteristics needed for success.
4. It serves as a guide in determining what to spend time studying for an advancement on your job.

How to prepare this manual

1. There is to be a cover with title, "MY JOB MANUAL," or other suitable title.

2. A due date for this project will be announced later. Any late manuals receive an "F" unless there is a valid excuse.

3. The manual is to be typed if possible or written in ink. Pages are to be numbered.

4. There is to be a title page, table of contents, bibliography and, of course, the main body of the manual.

5. Much of the work on this manual will have to be done outside of class. However, you will have some time in class so that I might help you with problems or questions that might arise.

6. Your best source of information will be your employer or supervisor. We will expect you to ask him for information concerning this manual. I shall ask your job trainer whether you are asking him for necessary information.

7. The following sections for the manual are required:
   a. Purpose of the manual
   b. History of the firm
   c. Training required.
   d. Personal qualities needed
   e. Organization chart and chain of command
   f. Possibilities for advancement
   g. Advertising policies and samples
   h. Employer expectations
   i. Comments on training station
   j. Co-worker relations
   k. Job analysis or description
   l. Technical terms used
   m. Rules and regulations you must follow as an employee
   n. Store, office or shop layout
   o. Your future plans
   p. Personal history (self-appraisal)

Other sections may be added or suggested by the coordinator from time to time as they relate to materials being studied in class.

You may add sections of your own choice for extra credit. Examples; Unions, Special Duties, Your occupation's place in the economy, Pricing, etc.

OUTLINE FOR JOB MANUAL

1. Basic facts about your place of business
   a. When founded
   b. Complete history of firm
   c. Correct address and phone number
   d. Owner or manager's name
   e. Names and duties of people who work in your department or in store
   f. Number of part and full time employees
   g. Business hours
   h. Your working hours as a cooperative part time employee

2. Store policies concerning delivery
   a. Who is responsible for it
   b. How is it done

3. Store rules concerning employees
   a. Signing in or out
   b. Leaving department or store during business hours
   c. Absenteeism and tardiness
   d. Proper dress for work
   e. Behavior on the job
   f. Using the phone while on job

4. General store policies
   a. How are you supposed to report accidents
   b. Suggest procedure for handling shoplifters
   c. Store meetings
      (1) How often held
      (2) For what purposes
   d. Store procedure for handling cash and checks
   e. Employee discounts
   f. Policies about employees doing their own shopping
   g. Lost-and-found articles. How handled

5. Special facilities provided for store employees (restrooms, vacations, sick leaves, insurance, cafeteria, etc.)

6. Methods of salesmanship suggested in your store
   a. Approaching a customer
   b. Determining wants and needs
   c. Overcoming objectives
   d. Demonstrating merchandise
   e. Closing the sale
   f. Suggestion selling

7. List of duties you are responsible for (describe a typical day on the job.)

8. Store layout or department scale floor plan showing counters, aisles, shelves, registers, etc.
   a. Stockwork-inventory methods
   b. List of technical terms

9. Prepare a job analysis or a complete job description. Be very specific. Break down each task into its various detail. A good way to start is with the following statement. "In order to be of greatest value to my employer, my present duties require that I be efficient in the following duties:" Then list and describe.

10. Sales check system - cash sales, charge sales, lay-a-way, etc. (examples)

11. Policies for handling returns and complaints

12. Include samples of store forms commonly used and explain.

13. Store personnel policies
   a. Hiring methods
   b. Tests given
   c. Method of interviewing
   d. Explain how you were hired
   e. If possible, include samples of employment tests used, application blanks, etc.

14. Store advertising policies
   a. Media used
   b. Sample ads
   c. Effectiveness of program
   d. Other sales promotion methods
      (1) Demonstrations
      (2) Publicity
      (3) Teams sponsored
      (4) Novelty advertising
      (5) Display activities in store

15. Customer services your store provides: delivery, telephone, restrooms, alterations, adjustments, guarantees, credit, wrapping, lay-a-way, parking, coupons, stamps, etc. What services do you think should be added or deleted?

16. Store credit policies
   a. Who gets credit
   b. What type of credit is granted.
   c. How do you decide whether to extend credit
   d. How are overdue accounts handled
   e. Member of credit association
   f. Include sample credit forms and explain

17. Types of employee training conducted by your store

18. Type of business your store is: partnership, corporation, etc.

19. Pricing policies and marking method

20. Sales (include samples of sales tickets, receiving forms, etc.)

WORK EXPERIENCE PROGRAM

UNIT OUTLINES

The following Unit Outlines have been agreed upon by the coordinators to be used in the total W.E.P. curriculum in addition to what has been completed.

These outlines should be further developed using the Orientation and Career Development Units as models.

Units Completed

Unit I - Orientation

Unit II - Career Development

Proposed Unit Outlines

Unit III - Social Living and Health Habits

Unit IV - Employer-Employee and Co-Worker Relationships

Unit V - Money Management

Unit VI - Labor Organizations

Unit III. Social Living and Health Habits

I. Personal Hygiene and Grooming

II. Narcotics and Alcohol

III. Interpersonal Relationships

IV. Communication With Parents

V. Manners and Etiquette

Unit IV. Employer-Employee, Co-worker, and Community Relationships

I. Positive Attitude

II. Employer-Employee Expectations

III. Community Skills

IV. Understanding Your Co-workers

V. Grievance Procedures

VI. Public Contacts

Unit V. Money Management

I. Understanding our Economic System

II. Budgeting

III. Credit

IV. Buying Decisions

V. Legal Problems of the Consumer

VI. Investing

VII. Banking Services

VIII. Insurance

IX. Reference Material

Unit VI. Labor Organizations

I. Growth of Unions

II. Union and Labor Terminology

III. Bargaining Patterns

IV. Arbitration - Use and Misuse

V. Principle Labor Regulations (Past & Present)

VI. Other Labor Sponsored Legislation

VII. Strikes

VIII. The AFL - CIO: The Future